



THE DERBY
— HIGH SCHOOL —
Inspired to make a difference

Accessibility Policy

January 2024

Next review: Summer 2024

Version Control & Amendment History

Version/ Issue No.	Date	Author	Remarks / Reason for Change
1	May 2023	A Moore	Original document
2	January 2024	R Dann	Updated in accordance with current practice

Aims of the Accessibility Plan

This plan outlines how The Derby High School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Background

- The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
- In considering what is reasonable the school will take into account of:
 - School budget situation
 - The practicalities of making adjustments
 - Health and Safety factors
 - The interests of other pupils
 - The need to maintain academic standards
- All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents will determine strategies to support disabled pupils within school. This may involve liaison with specialist teams from the Local Authority. Relevant information will be passed to staff to ensure staff awareness. This is normally done before transfer in Year 6 by the SENDCO and other staff who have specific responsibility for transition.
- Staff INSET on the first day of the school year will include dissemination of information about new pupils and updates on existing pupils. During the year, updates and training on particular issues will be arranged as appropriate and as soon as is practical to ensure staff awareness e.g. use of epi-pen. A list of all students with medical needs and disabilities will be available on the staff network drive and shared with all staff via email.
- No pupil will be discriminated against by excluding them because of their disability. The practice of 'reasonable adjustment' is integral to the behaviour policy. The school behaviour policy, however, covers all pupils and therefore does not preclude a pupil from exclusion.

Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Deputy Headteacher (Curriculum and Standards) will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the Governing Body and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the Headteacher/Deputy Headteacher (Curriculum and Standards) and Governing Body to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Making the school more accessible

The main entrance to school has a ramp, accessible toilet and a disabled parking space at the front of school. The Excel building also has an accessible toilet and a disabled parking space.

Following the completion of Include and Create the following improvements have been made:

- Accessible toilets have been created in both areas
- Both areas have external ramp access
- ASDAN kitchen which includes facilities for use by wheelchair users
- Space for a lift has been incorporated into Create
- Automatic lighting

The school site is currently not suitable for students with mobility issues including wheelchairs. Where students present with short term mobility needs, lessons are moved where practical to accommodate this.

As the school moves forward with future building work we will continue to improve accessibility of the site.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

Curriculum

At The Derby High School we are committed to establishing equality for all students, their parents/carers and stakeholders. No pupil will be excluded from any aspect of

the school curriculum due to their disability. The school aims to provide adaptive teaching to enable all pupils to feel secure and make progress.

The Head of Department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents/ carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, through the SEND Register and Student Passports.

Access to information

- The screens around school display key information to students and this is regularly updated.
- Students are provided with enlarged print, specific coloured paper and coloured overlays to meet specific needs.
- All staff have access via SIMS and student passports to ensure that individual student needs are met.
- Where necessary students are provided with laptops to use in and out of school.